

Institutional Effectiveness 2023-2024

Program: Elementary Education BS
College and Department: College of Education
Contact: Jeremy Wendt, Chairperson
Mission:

The mission of the Department of Curriculum & Instruction is to enhance education and policy for the well-being of society through the creation, communication and application of new knowledge; preparation of scholars, researchers, educators and other professionals to meet the needs of our increasingly diverse, global, technological society; and outreach initiatives engaged with matters related to the local community, state, nation, and world.

Mission Brief: Learn from the past. Impact the present. Focus on the future.

Vision: Evidence-based, student-focused, future-oriented education for life-long learners.

Attach Curriculum Map (Educational Programs Only):

Attached Files: See Appendix 1

PO 1: Praxis

Define Outcome:

Program candidates will demonstrate content and pedagogical knowledge and skills by meeting or exceeding passing scores on the respective state licensure exam as set by the State Board of Education.

Assessment Methods:

State licensure exams (Praxis). Candidates take between one and six licensure exams in order to be recommended for licensure. The Praxis subject assessments measure candidates' content knowledge of the subjects they teach. The subject assessments measure subject-specific teaching skills and content knowledge. Validity for the assessments is evidenced through multiple means, including job analysis; item writing and reviewing; standard-setting studies; test reviews; and ongoing reviews. Reliability is addressed via the standard error of measurement, reliability of classification, and reliability of scoring. Praxis is a proprietary assessment developed, regulated, and scored by ETS, and the Tennessee State Board of Education sets candidate cut scores.

Criteria for Success (Thresholds for Assessment Methods):

Praxis: With changes to the cycle of data collection for IE, the department has complete data sets for the most recent completers (2023-2024). Program candidates will demonstrate content

and pedagogical knowledge and skills by meeting or exceeding passing scores on the respective state licensure exam as set by the State Board of Education.

Link to 'Tech Tomorrow' Strategic Plan:

2.B Research, Scholar, Intellect, and Creativity, 4.B Programs, Certificates, and Training

Results and Analysis:

PRAXIS content exams: All candidates must pass their respective Praxis content exam prior to entering residency I/student teaching. Praxis summary reports show EPP scores compared to state and national averages, as well as a breakdown of our candidates in each quartile. All summary reports are posted on the EPP's website. See Table 1 below for PRAXIS data.

Table 1. Elementary Education: Content Knowledge PRAXIS
(Combined subject areas with average N and pass rate percentage)

Year	TTU		State	
	N	Pass Rate	N	Pass Rate
2020-2021	164	87.8	1605	73.21
2021-2022	171	80.12	1526	69.53
2022-2023	150	81.33	1539	67.06
2023-2024	80	75	1056	76

Use of Results to Improve Outcomes:

The department faculty and administration will continually evaluate the content and curriculum that builds towards successful completion of the Praxis, edTPA, and ATR. Success on these nationally norm-referenced indicators are vital to accreditation and licensure in the department for our candidates. Curricular changes across all programs have been implemented to maintain current standards in each program. For elementary education, several changes were approved by faculty: additional literacy course credit hours; additional credit hours for math methods; additional credit hours for assessment methods; ATR integrations into coursework to ensure future preparedness for the classroom.

PO 2: edTPA

Define Outcome:

Program candidates will demonstrate content and pedagogical knowledge and skills by meeting or exceeding a passing score on the respective performance-based subject-specific assessment as set by the State Board of Education.

Assessment Methods:

Performance-based subject-specific assessment. The edTPA is a performance-based assessment that assesses teaching behaviors that focus on student learning. edTPA is a proprietary, nationwide assessment, developed by SCALE/Stanford and administered by Pearson. It is available in 27 individual content areas as a multiple-measures system that includes two primary components: 1) teaching-related performance tasks embedded in clinical practice that focus on planning, instruction, assessment, academic language, and analysis of teaching; 2) a three to five day documented learning segment. edTPA was nationally validated in 2013 to establish validity and reliability. The edTPA is professionally scored by Pearson, and the Tennessee State Board of Education sets candidate cut scores.

Criteria for Success (Thresholds for Assessment Methods):

edTPA: Program candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice by meeting or exceeding a passing score as set by the State Board of Education. Additionally, candidates will score at or above state and national means in their respective discipline on the edTPA nationally-normed rubric.

Link to 'Tech Tomorrow' Strategic Plan:

1.A Experiential Learning, 2.A Technology Infused Programs, 2.B Research, Scholar, Intellect, and Creativity

Results and Analysis:

Student Learning Outcome 2: Program candidates will demonstrate content and pedagogical knowledge and skills by meeting or exceeding a passing score on the respective performance-based subject-specific assessment as set by the State Board of Education. edTPA: edTPA is a performance-based assessment used to measure pedagogical skills and pedagogical content knowledge. It shows what candidates can do, rather than what they plan to do. It is holistic and reflective as candidates integrate learning from across the curriculum and examine teaching practices. The portfolio includes 15 rubrics across 3 tasks (planning, instruction, and assessment) to demonstrate teacher effectiveness. In 2017, the Tennessee State Board of Education voted to require edTPA of all teacher candidates seeking licensure in the state. This requirement will go into effect January 1, 2019; however, Tennessee Tech progressively implemented edTPA in 2012 for all programs with strong support for both candidates and faculty. Currently, candidates complete the edTPA during the residency II/student teaching

clinical experience; each rubric is scored on a 5-point scale. However, TTU mean portfolios scores have slightly decreased across the four-year period. Additionally, TTU’s total mean score has dipped slightly, whereas the State and National total mean scores experienced relatively little change (-.1 and -.1, respectively) between the same years. See Table 1 and Table 2 below for edTPA data.

Table 1. Total mean scores for TTU, State, and National Levels edTPA

Year	TTU	State	National
2020-2021	45.5	45.2	43.1
2021-2022	46.2	45.1	42.9
2022-2023	46.6	45.1	42.8
2023-2024	47.2	45.2	42.7

Table 2. edTPA data for Elementary Literacy

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2020-2021	52	47.1	2020-2021	326	46	2020-2021	2494	43.1
2021-2022	60	48	2021-2022	496	45.7	2021-2022	2751	42.5
2022-2023	47	46.5	2022-2023	409	45.7	2022-2023	2779	42.6
2023-2024	47	47.6	2023-2024	396	45.9	2023-2024	2721	42.6

Table 2. edTPA data for Elementary Math

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2020-2021	80	46.6	2020-2021	278	45.3	2020-2021	2286	43.6
2021-2022	57	48.8	2021-2022	400	44.7	2021-2022	2137	42.4
2022-2023	69	47.7	2022-2023	375	45.5	2022-2023	2259	42
2023-2024	52	47.3	2023-2024	309	45.2	2023-2024	2242	41.9

For the 2023-2024 academic year, the total mean score for TTU was higher than State and National total mean scores, indicating continued success in our goals within the licensure program. Regarding total mean scores for Elementary Literacy portfolios, TTU was comparatively higher than both the State and National levels. Regarding total mean scores for Elementary Math portfolios, TTU was comparatively higher than both the State and National levels.

Use of Results to Improve Outcomes

The department faculty and administration will continually evaluate the content and curriculum that builds towards successful completion of the Praxis, edTPA, and ATR. Success on these nationally norm-referenced indicators are vital to accreditation and licensure in the department for our candidates. Curricular changes across all programs have been implemented to maintain current standards in each program. For elementary education, several changes were approved by faculty: additional literacy course credit hours; additional credit hours for math methods; additional credit hours for assessment methods; ATR integrations into coursework to ensure future preparedness for the classroom.

PO 3: ATR Rubric

Define Outcome:

Program candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice by scoring at or above expectations on the ATR rubric.

Assessment Methods:

Based on the needs of licensure students and data analysis, the College of Education chose a new instrument to replace the TEAM evaluation that has been in place for over a decade. The new instrument, the Aspiring Teacher Rubric (ATR), is a national norm-referenced performance evaluation tool developed by the National Institute for Excellence in Teaching.

The NIET ATR aligns with the standards published by the Interstate Teacher Assessment and Support Consortium's Model Core Teaching Standards and Learning Progressions for Teachers, which have been adopted by several states and are required for all programs seeking accreditation from the Council for the Accreditation of Educator Preparation (CAEP).

Criteria for Success (Thresholds for Assessment Methods):

ATR: Program candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice by scoring at or above state and national means in their respective discipline on the ATR rubric.

Link to 'Tech Tomorrow' Strategic Plan:

1.A Experiential Learning,2.A Technology Infused Programs,2.B Research, Scholar, Intellect, and Creativity,4.B Programs, Certificates, and Training

Results and Analysis:

The NIET ATR aligns with the standards published by the Interstate Teacher Assessment and Support Consortium’s Model Core Teaching Standards and Learning Progressions for Teachers, which have been adopted by several states and are required for all programs seeking accreditation from the Council for the Accreditation of Educator Preparation (CAEP).

		Average - Instructional Plans	Average - Assessment	Average - Standards and Objectives	Average - Planning Instructional Content	Average - Assessing Assessing and Materials	Average - Assessing Assessing of Student Learning	Average - Teacher Knowledge and Practice Learning	Average - Engaging Students and Environment	Average - Engaging Students and Environment	Average - Professionalism and Ethical Behavior
Elementary Education	2023-2024	3.98	4.14	4.12	4.08	4.06	4.10	4.11	4.09	4.10	4.11

Use of Results to Improve Outcomes:

The ATR measures across twelve data points for each candidate observation in a K-12 classroom. Moving forward, the program outcomes will reflect a target of maintaining a passing score and exceeding state and national norms when they are available. The first year will provide a baseline for future data analyses.

The department faculty and administration will continually evaluate the content and curriculum that builds towards successful completion of the Praxis, edTPA, and ATR. Success on these nationally norm-referenced indicators are vital to accreditation and licensure in the department for our candidates. Curricular changes across all programs have been implemented to maintain current standards in each program. For elementary education, several changes were approved by faculty: additional literacy course credit hours; additional credit hours for math methods; additional credit hours for assessment methods; ATR integrations into coursework to ensure future preparedness for the classroom.

Summative Evaluation

ELED candidates score substantially higher on the Praxis when compared to the national scores. ELED students score comparatively higher than both state and national results on the edTPA for Elementary Literacy and Elementary Math. Student scores have been strong over the past three years. Faculty across the specialty areas in ELED (Math, Science, Literacy, Social Studies) have participated in several key initiatives that will assist in the continuance of successful Praxis and edTPA scores. Partnerships with Deans for Impact to build and develop HQIM (High Quality Instructional Models) along with participation in the Lead for Literacy network are examples of the numerous ways faculty support assurance of quality and success of candidates.

As part of the department’s efforts to increase the scores on the TEAM rubric, a new tool is being implemented that will better prepare candidates for the classroom and future use of the

TEAM rubric. The Aspiring Teacher Rubric (ATR) is a nationally certified valid and reliable instrument that is designed to work at a more introductory level than the TEAM rubric. With Fall 2023 implementation, the Fall 2024 data simply provides a baseline for future analysis.

Assessment Plan Changes:

As part of the department's efforts to increase the scores on the TEAM rubric, a new tool is being implemented that will better prepare candidates for the classroom and future use of the TEAM rubric. The Aspiring Teacher Rubric (ATR) is a nationally certified valid and reliable instrument that is designed to work at a more introductory level than the TEAM rubric. With Fall 2023 implementation, the Fall 2024 data simply provides a baseline for future analysis.

List of Appendices:

Appendix 1: Elementary Education BS Curriculum Map

